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ABSTRACT

Since 1969-70, the National Catholic Educational Association has published a statistical report on Catholic elementary and secondary schools in the United States. This year's report contains the core school enrollment and staffing data from the Association's database and includes data on Chapter 1 services, extended care programs, school boards of education, and coeducational and single-sex schools. It is based on information submitted by 174 archdiocesan and diocesan offices of education or state Catholic Conferences about the nation's 7,114 Catholic elementary schools and 1,231 Catholic secondary schools (data from the 1993-94 school year). Catholic school enrollment continues to increase, increasing 9,215 students between 1992-93 and 1993-94. Full-time faculty in Catholic schools numbered 157,201, of whom the majority (88%) were lay people. Recent studies have shown that Catholic school students excel in reading, science, and mathematics and that the religious commitment of the schools and the community support they receive help explain their remarkable success. The statistics presented in this report demonstrate the achievements of Catholic schools. Three appendixes give a summary report of basic school statistics, a list of states with enrollment increases, and a summary report of data on special programs. (Contains 25 exhibits.) (SLD)

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United States Catholic Elementary and Secondary Schools 1993-1994

Annual Statistical Report on Schools, Enrollment and Staffing

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PREFACE

Since 1969-1970 the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. Prior to this time extensive data did not exist for these and other private schools. This data was needed to understand this significant educational sector, to inform the discussion of other educational policy issues, including potential forms of federal and state aid, and to encourage and improve local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in annual publications of the NCEA through 1974-1975. In 1975, the NCEA and the Curriculum Information Center Incorporated published a report and directory of Catholic schools. This publication continues the data base and is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Shelton, Connecticut.

This year's report contains the core school enrollment and staffing data of the NCEA historical file. Again this year, we have collected data in our survey on Chapter 1 services, extended care programs, school boards of education, coeducational and single-sex schools. The first part of the report presents a summary of the demographic trends impacting both public and private education. Comparisons are also made with other private schools and with the public sector.

The report is based upon information submitted by 174 archdiocesan and diocesan offices of education and, in some instances, state Catholic Conferences. We are most grateful to these administrators and their staffs for their cooperation, resulting in a 100% response rate.

I am grateful to the members of the Data Bank Committee: Mr. Michael Guerra, Executive Director, Department of Secondary Schools; Regina Haney, OSF, Executive Director, National Association of Boards of Education; Dr. Robert Kealey, Executive Director, Department of Elementary Schools; Ms. Barbara Keebler, Director of Public Relations; and Mr. Frank X. Savage, Executive Director, Department of Chief Administrators of Catholic Education, for their suggestions and editorial assistance for this report. On behalf of this committee I wish to offer our special thanks to Ms. Jana Taylor and Mr. Guido Peters for their outstanding service in collecting, organizing, and auditing the data which is the substance of this report and to Mr. Alain Dias for his expert editorial support. In addition, I wish to thank Ms. Mary Mahar of Fisher Publishing Company and the staff of Market Data Retrieval for their marvelous assistance and cooperation.

NCEA Data Bank
Frederick H. Brigham, Jr.
Executive Assistant to the President
National Catholic Educational Association

HIGHLIGHTS

- Population trends show increasing numbers of students at preschool and elementary age levels.
- Catholic preschool enrollment increased by nearly 400% in the last decade.
- Catholic school enrollment in elementary and/or secondary schools has increased in 46 states.
- In 1993-94, there were 8,345 Catholic schools; of these, 7,114 were elementary and 1,231 were secondary.
- In 1993-94 the total number of Catholic school students was 2,576,845 — an increase of 9,215 students since last year.
- The percentage of minorities in Catholic schools has more than doubled since 1970-71 and continued to increase in 1993-94.
- In 1993-94, 3,909 Catholic schools were located in urban areas; of these, 1,016 were inner-city schools.
- In 1993-94, non-Catholics represented 12.8% of Catholic school enrollment.
- In 1993-94, full-time equivalent faculty numbered 157,201.
- In 1993-94, 88% of full-time faculty were lay men and women; 9.1% were sisters; 1.1% were brothers and 1.6% priests.
- In 1993-94, the pupil/teacher ratio in Catholic schools for grades PK-12 was 16.6; in elementary schools the ratio was 17.7; in secondary schools the ratio was 13.0.
- In 1993-94, there were 3,566 Catholic schools offering extended care programs.
- In 1993-94, there were 5,646 Catholic schools eligible for Chapter 1 services, with 4,734 Catholic schools receiving Chapter 1 services.
- In 1993-1994, 6,441 Catholic schools reported having a school board of education, or its equivalent.
- In 1993-1994, the Catholic school population consisted of 7,701 coed schools, 205 male, and 280 female schools.

INTRODUCTION

In 1993-94, Catholic students and their teachers continued the success stories of the past. They now face the challenges of the present and of the future as they build on a sound foundation of commitment to the teachings of Christ, to the development of values, and to growth in academic excellence. Recent studies show that Catholic students excel in reading, science, and mathematical performance. A strong sense of community continues to be a distinctive quality of Catholic education. Dr. James Coleman, in his 1987 study, *Public and Private Schools: The Impact of Communities*, concludes that these characteristics are interrelated. Catholic high schools offer distinctive community support precisely because of the religious commitment of these schools, and this community support, in turn, helps to explain the remarkable success of Catholic schools with all students. One example: 83% of Catholic high school graduates go on to college.

A recent analysis of the National Educational Longitudinal Study of 1988 (NELS:88) by Dr. Penny Sebring, *A Profile of Eighth Graders in Catholic Schools*, confirms that this same community support is an equally significant factor in the performance of students in Catholic elementary schools. As a result, these students are more inclined to participate in extracurricular activities. The study also found that their teachers are caring and nurturing and there is more parental participation in the children's education than there is in public schools.

Independent research, together with studies commissioned by the National Catholic Educational Association (NCEA), shows that Catholic schools are more effective in educating minority and low-income students than are public schools. In the 1987 study referred to above, Dr. James Coleman, sociology professor at the University of Chicago, finds that, in general, Catholic schools seem to have done a better job of educating minority students. Black, Hispanic and other disadvantaged students at Catholic high schools not only have higher achievement levels, but the drop-out rates of these students is much lower than in public schools.

The findings of Dr. Sebring in her NELS:88 study support those of Coleman. This is especially evident in matters of equity where the gap between advantaged and disadvantaged students is significantly less in Catholic elementary schools than it is in public schools. She found this to be true of their performance in reading, mathematics, history/social studies and science. Black and Hispanic students do better in Catholic schools than in public schools and the gap between their performance and that of white and Asian students was smaller in Catholic schools. The same can be said for the performance of lower-income students.

In his study, Dr. Coleman used data from the U.S. Department of Education's *High School and Beyond* report, based on a sample of 1,015 American high schools. He reviewed such variables as family type, socioeconomic status, neighborhood, and the type of school. His findings are that pupils in Catholic schools, compared to pupils in public schools, show greater achievement in mathematics and verbal skills. Dr. Coleman determined that this difference could be explained by the greater number of standard math and English courses taken by students in Catholic schools comparable to students in public schools. The raw drop-out rate in public schools over a two-year period (of the study) for grades ten to twelve was 14.3%, of the private schools, 11.9%, and Catholic schools, 3.4%.

Coleman also found that for children of single-parent families in public schools or private schools, the drop-out rate rose to more than 1.5 times that in two-parent families. But there is no increase in the drop-out rate for children from single-parent families in Catholic schools. The natural support community that is offered by the parishes affiliated with the Catholic schools is an explanation for the better performance of these students.

NCEA studies, using data from the U.S. Department of Education's National Assessment of Educational Progress (NAEP), compared Catholic school students to the general school population for grades three, eight and ten. The 1983-84 study of reading proficiency revealed that there was a significant difference between the reading achievement of Catholic school students and all other students on all three levels. There also seemed to be very little difference between the achievement of white students and minority students in reading scores. (Lee, Valerie, *National Assessment of Educational Progress Reading Proficiency: 1983-84 Catholic School Results and National Averages Final Report 1985.*)

In the area of religious outcomes and values, the findings from *The Heart of the Matter* (Guerra, Donahue, and Benson, 1990) revealed that Catholic students in Catholic high schools tend to endorse marriage and family values, community involvement and service for others, commitment to church, the importance of religion more than Catholic students in public schools.

In comparing Catholic and public school scores in the most recent NAEP study of math and science, Dr. Valerie Lee of the University of Michigan, using the U.S. Department of Education's NAEP data, found that Catholic school students in grades three, seven and eleven do better in math and science. (Lee, Valerie, *1985-86 National Assessment of Educational Progress: Proficiency in Mathematics and Science*, p. 7.)

In the NCEA 1986 study, *Catholic High Schools: Their Impact on Low Income Students*, the role of teachers is seen as a significant factor in the success of these students. The study states: "The strongest motivator affecting teachers in ... Catholic schools is the desire to teach in this kind of educational environment. The second strongest is their view of teaching as ministry, and third, their love of teaching. These motivations do much to explain why good things happen in ... Catholic high schools. Teachers confirm the informal reports of students that ... teachers often work with students outside class time. Teachers also overwhelmingly express respect and appreciation for their school colleagues" (p. 194). These findings reflect the work of Catholic school teachers in all schools.

In September 1992, NCEA released findings of a new Gallup survey which measured public opinion on the issues of partental choice of schools and the funding of school choice, as well as on the quality of education provided by U.S. schools.

The clear majority of the 1,239 adults surveyed — 70% — indicated support for a government-funded voucher system which would provide a certain amount of money for each child so that parents could send children to the public, private or parochial school of the parents' choice. When Americans were asked if they would be willing to see some of their tax money now going to public schools used to fund educational choice at any public, private or parochial school, three in five adults — 61% — did favor use of tax money for this purpose.

As part of the research project, NCEA also commissioned the Gallup Organization, Inc. to assess attitudes toward education in the U.S. by assigning grades (A through F). Asked to rate schools nationally, 62% of adults gave an A or B to Catholic schools.

In their 1993 study, *Catholic Schools and the Common Good* (Harvard University Press, 1993) Anthony Bryk of the University of Chicago, Valerie Lee of the University of Michigan and Peter Holland, Superintendent of Schools, Belmont, Massachusetts, conclude that Catholic schools are successful because they have a core curriculum which has a unifying influence on school life and student performance, a "communal organization" which encourages effective communication between students and adults, and an "inspirational ideology" which is the basis for the moral direction and purpose of each school.

As the above instances attest, there is mounting evidence of quality in Catholic schools. This report provides a statistical description of the numbers of students and teachers in U.S. Catholic elementary and secondary schools. Changes are constant, and the challenges to administrators, teachers, parents, and students become more complex and demanding each year. However, Catholic schools continue to enroll more than 50% of all private school students. In educational achievement they are pacesetters not only for other private schools, but for all schools in the nation.

A Summary of Demographic Trends In Public and Private Education: A Content

U.S. Population Trends

Current population trends are important to both public and private schools. According to the United States Department of Commerce, Bureau of Census, the birth rate (birth/1000 persons) rose slightly during the past decade. Since the population is greater, the number of births has been increasing. The 16.8 birth rate produced 4,179,000 births in 1990, the most since 1960. However, a decline to 3,941,310 births in 1995 and to 3,874,892 in 2000 is projected.

EXHIBIT 1
Population and Birth Rate:
1955 - 2000

Reported	Population	Births	Birth Rate
1955	165,069,000	4,097,000	24.8
1960	179,975,000	4,257,850	23.7
1965	193,460,000	3,760,358	19.4
1970	203,302,000	3,731,386	18.4
1975	215,465,000	3,144,198	14.6
1980	226,846,000	3,612,258	15.9
1985	238,736,000	3,760,561	15.8
1990	248,709,873	4,179,000	16.8
Estimated			
1995	262,754,000	3,941,310	15.0
2000	274,815,000	3,874,892	14.1

SOURCE: Bureau of Census, U.S. Department of Commerce, April 1994.

School-age Population

According to the National Center for Education Statistics, these population trends are reflected in the increasing numbers of students at preschool, elementary and secondary levels. These upward trends in preschool and elementary students began in 1986. In 1991 secondary schools began to show an increase. The steady increase of students in these three age brackets is detailed in Exhibit 2.

EXHIBIT 2
Ages of Students

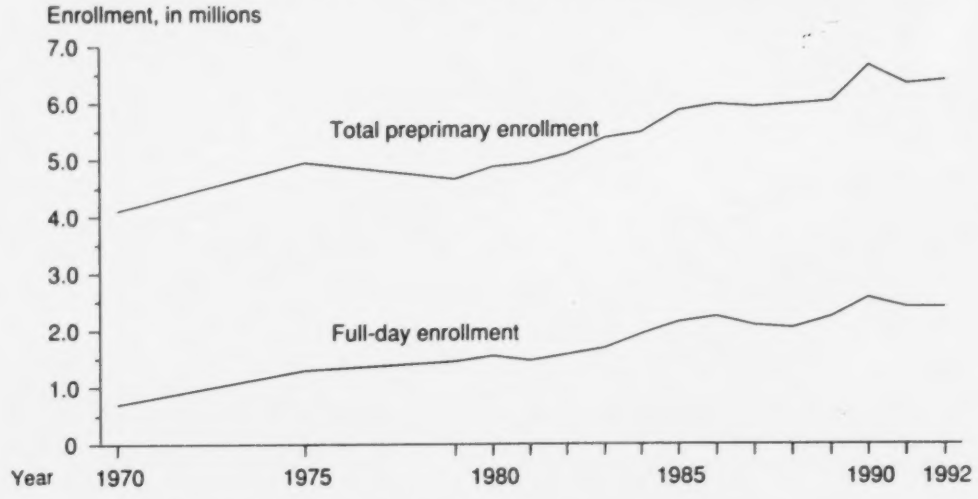
Reported	Preschool (3-5)	Elementary (5-13)	Secondary (14-17)
1980	9,546,000	31,091,000	16,144,000
1985	10,652,000	29,892,000	14,888,000
1987	10,742,000	30,503,000	14,502,000
1988	10,803,000	31,029,000	14,023,000
1989	11,036,000	31,413,000	13,536,000
1990	11,036,000	31,999,000	13,312,000
1991	11,137,000	32,500,000	13,424,000
Estimated			
1992	11,313,000	33,006,000	13,649,000
1993	11,504,000	33,424,000	13,802,000
1994	11,878,000	33,870,000	14,088,000
2000	11,887,000	36,547,000	15,811,000
2004	11,683,000	37,080,000	16,522,000

SOURCE: *Projections of Education Statistics to 2004*, National Center for Education Statistics, 1993, pp. 146-47.

Enrollment in Public and Private Schools

The following exhibit shows a substantial steady increase in preprimary enrollment for ages 3, 4, and 5 in both private and public schools between October 1970 and October 1992, according to the National Center for Education Statistics.

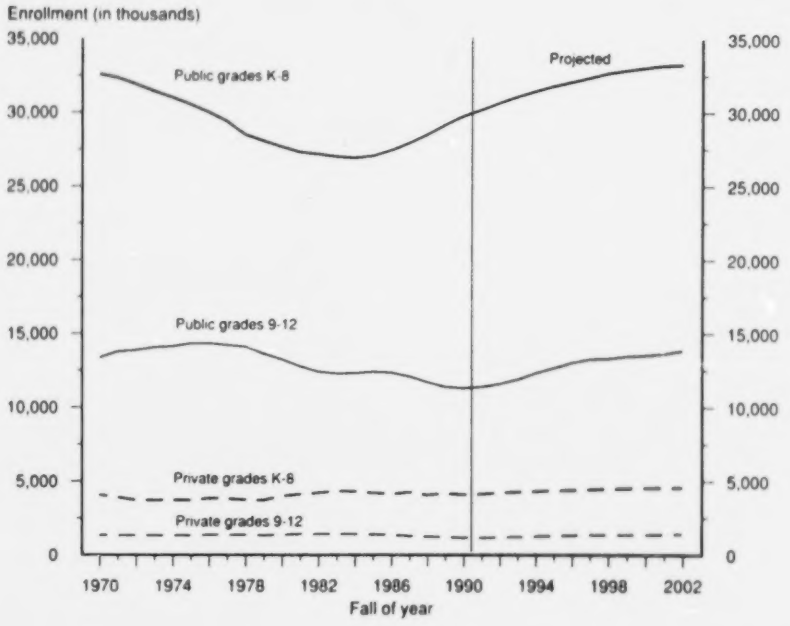
EXHIBIT 3: Preprimary Enrollment by Attendance Status: 1970 - 1992



SOURCE: *Digest of Educational Statistics 1993*, National Center for Education Statistics, p. 47.

Elementary school enrollment dropped during the 1970s in both public and private schools, but underwent little or no change in the first half of the 1980s. High school enrollment in public schools rose during the early-mid 1970s but then turned downward. Private school enrollment at the high school level changed little from 1970-1985. Exhibits 4 and 5 show these enrollment levels.

EXHIBIT 4: Public and Private School Enrollment by Grade Level: 1970 - 2002



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Historical Trends: State Education Facts*, forthcoming, Common Core of Data, various years, *Digest of Education* Statistics 1991, table 3 *Projections of Education Statistics to 2002*, 1991, table 1.

EXHIBIT 5
Public and Private School Enrollment: A Comparison
(in thousands)

Reported	Total Enrollment	Public Pupils	%	Private Pupils	%
1982	45,165	39,565	87.6	5,600	12.4
1983	44,967	39,252	87.3	5,715	12.7
1984	44,908	39,208	87.3	5,700	12.7
1985	44,979	39,422	87.7	5,557	12.3
1986	45,205	39,753	87.9	5,452	12.1
1987	45,487	40,008	88.0	5,479	12.0
1988	45,430	40,188	88.5	5,242	11.5
1989	45,898	40,543	88.3	5,355	11.7
1990	46,450	41,224	88.7	5,226	11.3
1991	47,032	41,839	89.0	5,193	11.0
Estimated					
1992	47,872	42,586	89.0	5,286	11.0
1993	48,734	43,356	89.0	5,378	11.0
1994	49,661	44,187	89.0	5,474	11.0
1995	50,651	45,071	89.0	5,580	11.0
1996	51,578	45,901	89.0	5,677	11.0
1997	52,285	46,533	89.0	5,752	11.0
1998	52,803	46,995	89.0	5,808	11.0
1999	53,221	47,368	89.0	5,853	11.0
2000	53,545	47,657	89.0	5,888	11.0
2001	53,811	47,895	89.0	5,916	11.0
2002	54,057	48,117	89.0	5,940	11.0
2003	54,230	48,276	89.0	5,954	11.0

SOURCE: *Projections of Education Statistics to 2004*, National Center for Education Statistics, 1993, p. 8.

Teachers and Pupil-Teacher Ratios by Level

Since 1981, there has been a steady increase in the number of teachers, K through 12, in both public and private schools. At the same time, overall K-12 pupil/teacher ratios continued to decline after 1981, as is evidenced in Exhibit 6.

This is the third year that NCEA has compiled data on both full and part-time staff positions in addition to collecting data for students from PK-12. Therefore, the 1991-92, 1992-93 and 1993-94 data reflect these changes in the pupil/teacher ratios.

The overall pupil/teacher ratio in Catholic schools for PK-12 in 1993-94 was 16.6. In Catholic elementary schools for 1993-94, the ratio was 18.1; in Catholic secondary schools, it was 13.0. The overall pupil/teacher ratio shows little change from last year. In Catholic elementary schools for 1992-93, the ratio was 18.0 and in secondary schools, 13.3.

EXHIBIT 6
Public and Private Schools: Teacher and Pupil/Teacher Ratios

Number of Teachers:

Year	K to 12	Elementary	Secondary
1983	2,476,000	1,426,000	1,050,000
1984	2,508,000	1,451,000	1,057,000
1985	2,549,000	1,483,000	1,066,000
1986	2,592,000	1,521,000	1,071,000
1987	2,632,000	1,564,000	1,068,000
1988	2,668,000	1,604,000	1,064,000
1989	2,734,000	1,662,000	1,072,000
1990	2,753,000	1,680,000	1,073,000
Estimated:			
1991	2,787,000	1,713,000	1,074,000
1992	2,814,000	1,738,000	1,076,000
1993	2,841,000	1,753,000	1,088,000
1994	2,890,000	1,736,000	1,115,000
1995	2,950,000	1,768,000	1,181,000
1996	3,017,000	1,810,000	1,207,000
1997	3,070,000	1,843,000	1,227,000
1998	3,109,000	1,866,000	1,243,000
1999	3,145,000	1,885,000	1,260,000
2000	3,179,000	1,903,000	1,276,000
2001	3,211,000	1,920,000	1,291,000
2002	3,241,000	1,935,000	1,306,000
2003	3,268,000	1,943,000	1,325,000
2004	3,296,000	1,949,000	1,347,000

Pupil-Teacher Ratios:

Year	K to 12	Elementary	Secondary
1983	18.2	19.6	16.2
1984	17.9	19.3	16.0
1985	17.6	19.1	15.6
1986	17.4	18.8	15.5
1987	17.3	18.8	15.0
1988	17.0	18.6	14.7
1989	16.8	18.4	14.3
1990	16.9	18.5	14.3
Estimated:			
1991	16.9	18.5	14.5
1992	17.1	18.5	14.8
1993	17.2	18.6	15.0
1994	17.2	19.0	14.6
1995	17.2	18.9	14.6
1996	17.1	18.8	14.7
1997	17.2	18.8	14.7
1998	17.2	18.8	14.7
1999	17.1	18.8	14.7
2000	17.0	18.8	14.7
2001	17.0	18.7	14.6
2002	17.0	18.6	14.6
2003	17.0	18.5	14.7
2004	16.9	18.4	14.7

SOURCE: *Projections of Education Statistics to 2004*, National Center for Education Statistics, 1993, pp. 72-3.

Catholic Education 1993-94

Number of Schools

In 1993-94, there were 8,345 Catholic schools in this country; of these, 7,114 are elementary and 1,231 are secondary. In the 1980s, in some instances, the number of Catholic schools mirrored the demographic movements throughout the country. Where appropriate, especially in urban and suburban areas, consolidation was a significant factor in the realignment of Catholic schools.

(1) Regional Distribution

The National Catholic Educational Association divides the nation statistically into the following six geographical regions:

New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes: Illinois, Indiana, Michigan, Ohio, Wisconsin
Great Plains: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
West/Far West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

Exhibit 7 presents the number of schools by region and Exhibit 8 the percentages of this distribution. It is evident from the latter that the Mideast and Great Lakes regions have had more than 50% percent of the total number of Catholic schools in the past ten years.

EXHIBIT 7
Elementary and Secondary Schools by Region

Elementary	**1983-84**	**1992-93**	**1993-94**
New England	545	464	458
Mideast	2,293	1,979	1,955
Great Lakes	2,111	1890	1,869
Plains	889	831	817
Southeast	854	810	808
West/Far West	1,245	1,200	1,207
United States	7,937	7,174	7,114
Secondary			
New England	124	96	95
Mideast	421	347	343
Great Lakes	309	269	263
Plains	165	142	142
Southeast	192	174	172
West/Far West	253	221	216
United States	1,464	1,249	1,231
All Schools			
New England	669	560	553
Mideast	2,714	2,326	2,298
Great Lakes	2,420	2,159	2,132
Plains	1,054	973	959
Southeast	1,046	984	980
West/Far West	1,498	1,421	1,423
United States	9,401	8,423	8,345

EXHIBIT 8
Percentage of Schools by Region

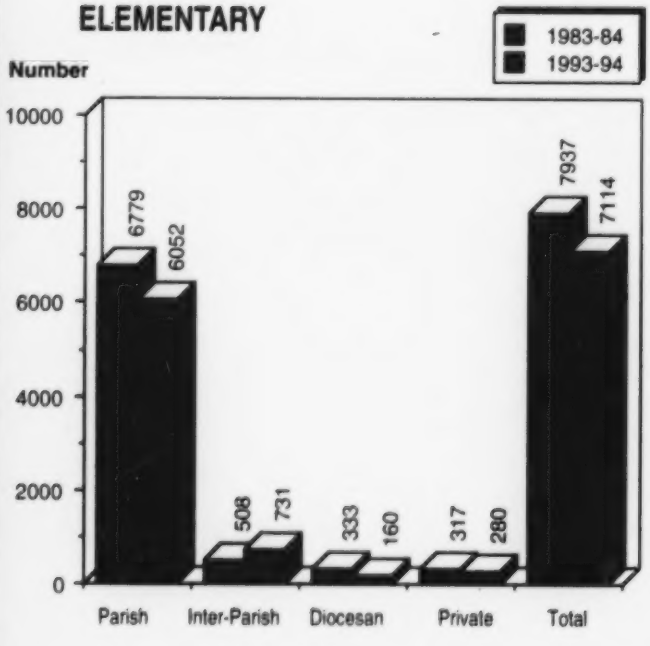
Elementary	**1983-84**	**1992-93**	**1993-94**
New England	6.9%	6.5%	6.4%
Mideast	28.9	27.6	27.5
Great Lakes	26.6	26.3	26.3
Plains	11.2	11.6	11.5
Southeast	10.7	11.3	11.3
West/Far West	15.7	16.7	17.0
United States	100.0	100.0	100.0
Secondary			
New England	8.5%	7.7%	7.7%
Mideast	28.7	27.8	27.9
Great Lakes	21.1	21.5	21.4
Plains	11.3	11.4	11.5
Southeast	13.1	13.9	14.0
West/Far West	17.3	17.7	17.5
United States	100.0	100.0	100.0
All Schools			
New England	7.1%	6.7%	6.6%
Mideast	28.9	27.6	27.5
Great Lakes	25.8	25.6	25.6
Plains	11.2	11.5	11.5
Southeast	11.1	11.7	11.8
West/Far West	15.9	16.9	17.0
United States	100.0	100.0	100.0

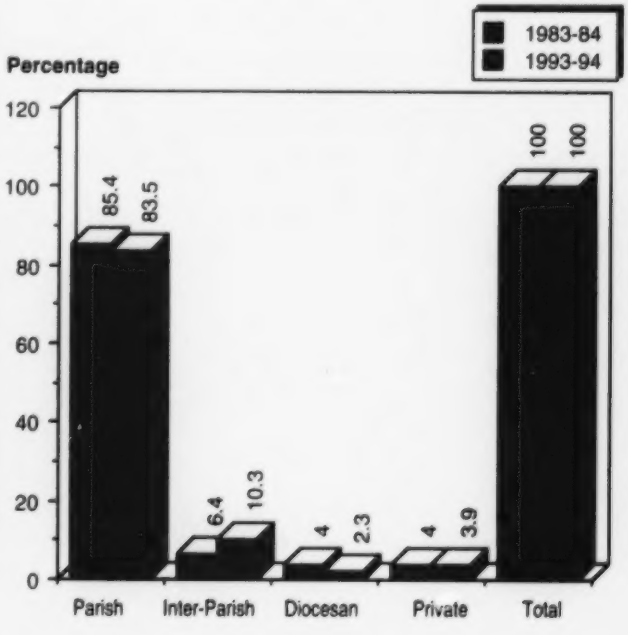
(2) Types of Schools

The types of Catholic schools are determined by the authority of their administration. Under this classification there are four: parish (those administered by a single parish), inter-parish (those administered by two or more parishes), diocesan (those administered by the diocesan office of education), and private (those administered by a religious order or a private corporation). Exhibit 9 indicates that most elementary schools are parish schools; however, between 1983-84 and 1993-94, the growth in the number and percentage of elementary inter-parish schools continued. This growth underlines the reorganization of Catholic education through consolidation. Most secondary schools are either private or diocesan however. Exhibit 9 shows a slight increase in the percentage of inter-parish and private schools over the past decade.

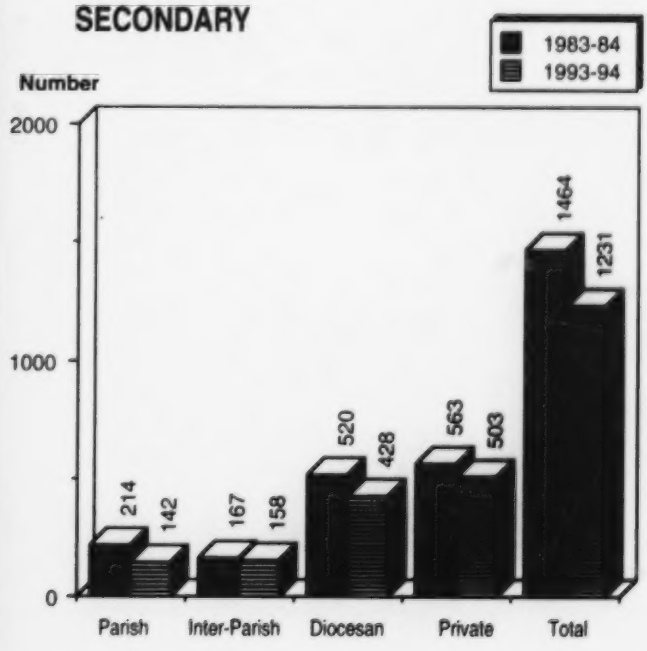
EXHIBIT 9
Types of Schools

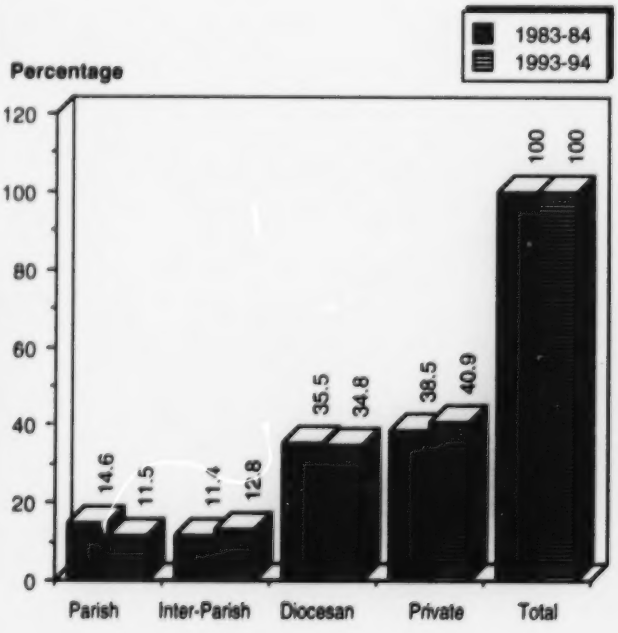
ELEMENTARY





SECONDARY

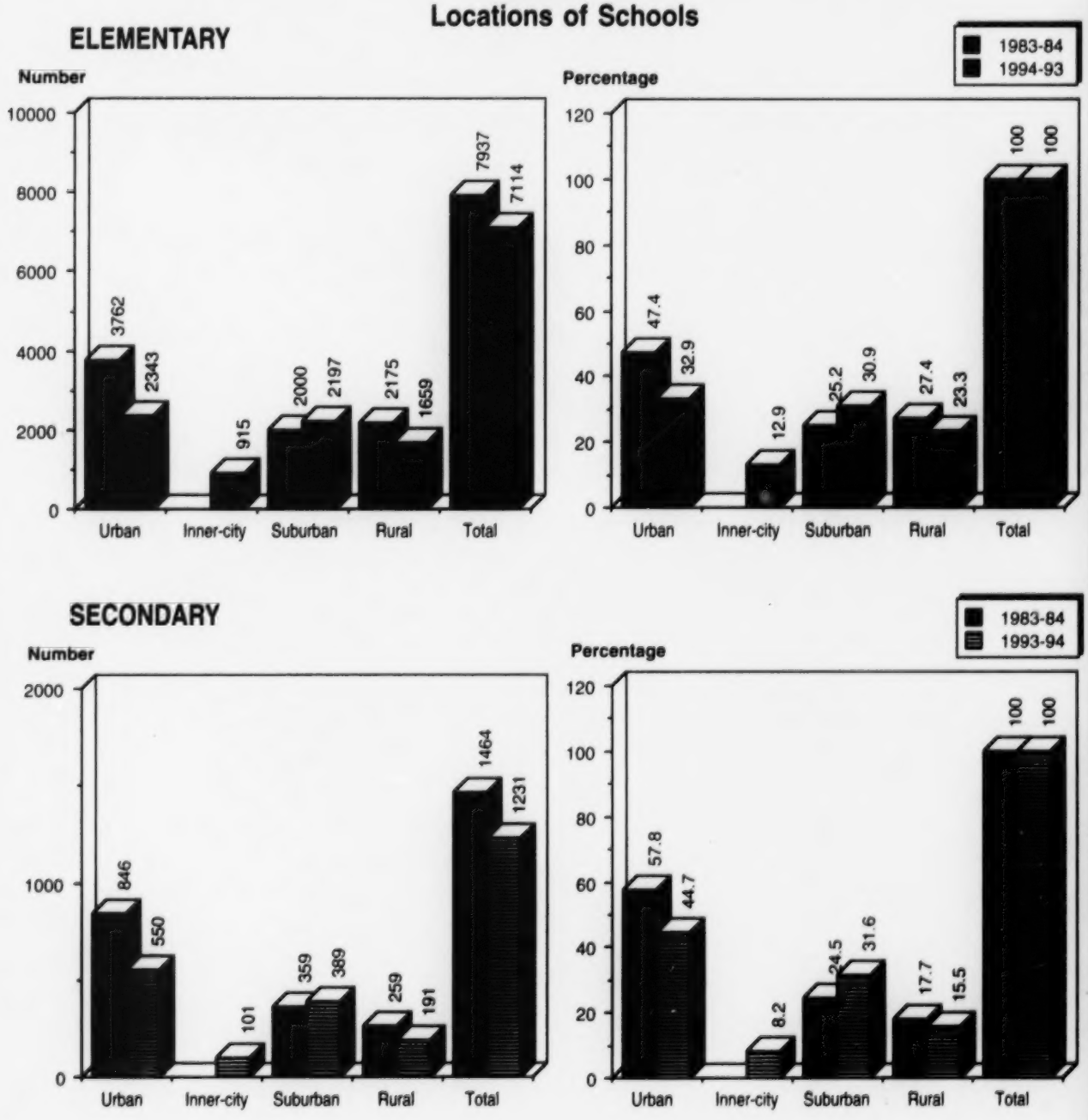




(3) Location of Schools

During the 1980s and 1990s, the highest percentage of elementary and secondary schools was found in urban areas; however the increase in suburban schools nationally in the past ten years is significant. The number of urban secondary schools has risen since last year, as has the number of rural elementary schools. Of 8,345 schools, 3,909 are in urban areas; of these, 1,016 are in inner-city settings.

EXHIBIT 10
Locations of Schools

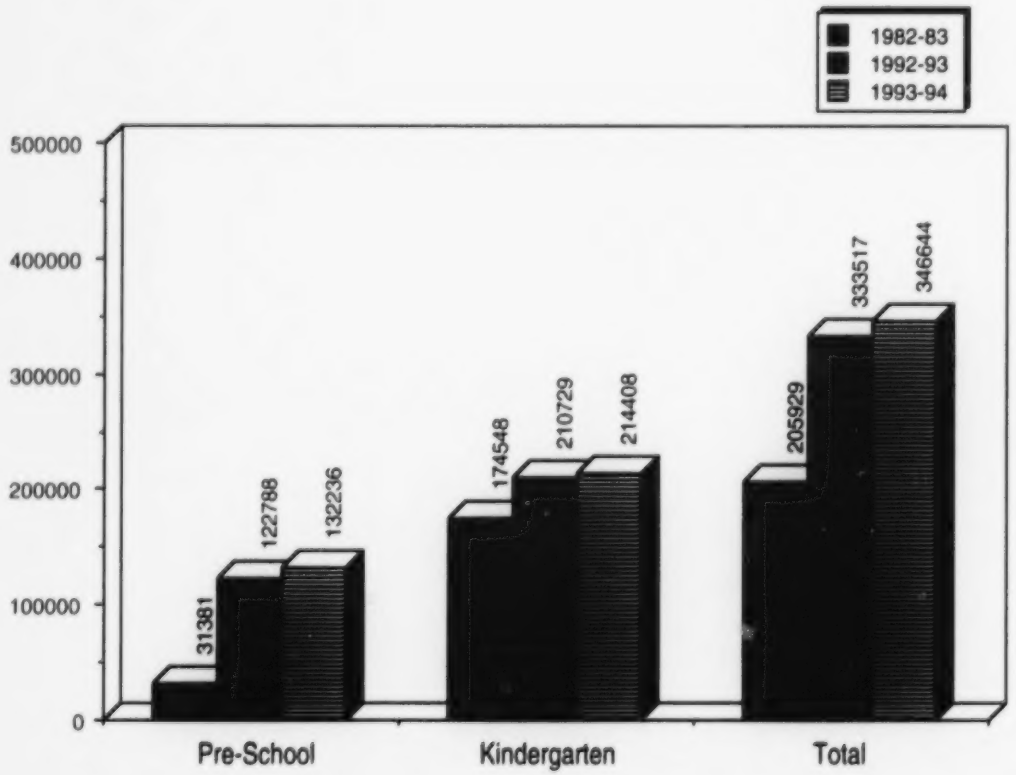


ENROLLMENT

(1) GROWTH TRENDS FOR PRESCHOOL AND KINDERGARTEN

In the past decade, preschool enrollment has increased by almost 400%. This sharp increase in preschool enrollment reflects the response of Catholic schools to the needs of parents. The numbers of kindergarten students also continued to increase, as detailed in Exhibit 11.

EXHIBIT 11
Growth Trends for Preschool and Kindergarten



(2) Enrollment by grade level

Catholic school enrollment by grade level from preschool to grade 12 was consonant with U.S. population trends, both actual and projected, as shown below in Exhibit 12. Especially evident is the increase of PK-12 enrollment in 46 states (statistics for individual dioceses and states may be found in Appendix B).

EXHIBIT 12
Enrollment by Grade Level

Grade Level	1982-83 Pupils	1982-83 %	1992-93 Pupils	1992-93 %	1993-94 Pupils	1993-94 %
PreSchool	31,381	1.4	122,788	6.2	132,236	6.6
K-8	2,211,412	98.6	1,860,937	93.8	1,859,947	93.4
Pre/K-8	2,242,793	100.0	1,983,725	100.0	1,992,183	100.0
Kindergarten	174,548	7.9	210,729	11.3	214,408	11.5
Grade -1	259,163	11.7	229,552	12.3	228,123	12.3
Grade -2	254,634	11.5	222,419	12.0	219,720	11.8
Grade -3	248,084	11.2	214,010	11.5	214,257	11.5
Grade -4	244,439	11.1	206,652	11.1	205,750	11.1
Grade -5	251,014	11.4	203,723	10.9	200,506	10.8
Grade -6	265,652	12.0	200,219	10.8	200,462	10.7
Grade -7	263,960	11.9	189,930	10.2	190,177	10.2
Grade -8	249,918	11.3	179,798	9.7	181,934	9.9
Ungraded	*		3,905	0.2	4,610	0.2
Elementary						
K-8	2,211,412	100.0	1,860,937	100.0	1,859,947	100.0
Grade - 9	214,179	26.9	160,338	27.5	162,878	27.9
Grade -10	202,330	25.4	149,481	25.6	150,130	25.7
Grade -11	191,986	24.1	137,929	23.6	139,342	23.8
Grade -12	187,282	23.6	134,891	23.1	131,085	22.4
Ungraded	*		1,266	0.2	1,227	0.2
Secondary	795,777	100.0	583,905	100.0	584,662	100.0
Total (K-12)	3,007,189		2,444,842		2,444,609**	
Total (PK-12)	3,038,570		2,567,630		2,576,845	

* *The numbers of ungraded students are not available in 1982-83.*

** *Since 1991 NCEA statistics for total enrollment have included the number of Pre-K students.*

(3) Enrollment by Region

In enrollment by region, as shown in Exhibits 13 and 14, the Mideast and Great Lakes continued to show more than half of total enrollment in Catholic schools. However, increases in the Plains, the Southeast, and the Far West demonstrate a noteworthy trend upwards. In 1993-94 there was a small increase in the percentage enrollment in the Mideast, Southeast and the West/Far West.

EXHIBIT 13
Enrollment by Region

* Prior to 1991-92, statistics for total enrollment did not include Pre-K enrollment. Therefore, figures listed below for United States enrollment before 1991-92 will correspond to the total minus PK figure in Exhibit 12; the post 1991-92 figures will correspond to the total with the PK figure included.

Elementary	**1983-84**	**1992-93**	**1993-94**
New England	143,000	116,099	117,974
Mideast	689,000	587,511	589,659
Great Lakes	572,000	509,161	500,850
Plains	196,000	194,725	195,118
Southeast	248,000	245,847	252,020
West/Far West	332,000	330,382	336,562
United States	2,180,000	1,983,725	1,992,183
Secondary			
New England	66,000	40,424	39,661
Mideast	257,000	181,008	178,501
Great Lakes	192,000	134,885	133,774
Plains	64,000	48,068	48,817
Southeast	87,000	72,297	73,585
West/Far West	122,000	107,223	110,324
United States	788,000	583,905	584,662
All Schools			
New England	209,000	156,523	157,635
Mideast	946,000	768,519	768,160
Great Lakes	764,000	644,046	634,624
Plains	260,000	242,793	243,935
Southeast	335,000	318,144	325,605
West/Far West	454,000	437,605	446,886
United States	2,968,000*	2,567,630	2,576,845

* *Regional enrollment figures for 1983-84 were estimated and do not match exactly the more precise figures provided in Exhibit 13.*

EXHIBIT 14
Enrollment by Region by Percentages

Elementary	1983-84	1992-93	1993-94
New England	6.6%	6.6%	5.9%
Mideast	31.6	27.9	29.6
Great Lakes	26.2	26.3	25.1
Plains	9.0	11.5	9.8
Southeast	11.4	11.1	12.7
West/Far West	15.2	16.6	16.9
United States	100.0	100.0	100.0
Secondary			
New England	8.4%	8.1%	6.8%
Mideast	32.6	28.0	30.5
Great Lakes	24.4	21.1	22.9
Plains	8.1	11.2	8.3
Southeast	11.0	13.9	12.6
West/Far West	15.5	17.7	18.9
United States	100.0	100.0	100.0
All Schools			
New England	7.1%	6.8%	6.1%
Mideast	31.9	28.0	29.8
Great Lakes	25.7	25.6	24.6
Plains	8.7	11.4	9.5
Southeast	11.3	11.5	12.7
West/Far West	15.3	16.7	17.3
United States	100.0	100.0	100.0

(1) Enrollment in Key States

As detailed in Exhibit 15, ten states accounted for more than two- thirds of Catholic school enrollment. New York, Pennsylvania, California, Illinois and Ohio — the top five — had 46.3% of this enrollment.

EXHIBIT 15
Student Enrollment: Ten Largest States

State	1983-84	1992-93	1993-94
New York	382,910	298,413	299,197
California	257,567	247,522	249,855
Pennsylvania	296,730	246,678	243,695
Illinois	264,412	221,325	219,453
Ohio	212,414	187,024	179,754
New Jersey	175,901	147,193	147,247
Michigan	126,261	97,320	96,192
Louisiana	108,497	96,422	95,831
Wisconsin	99,302	83,063	82,938
Missouri	89,838	83,192	82,833
Largest States	2,013,832	1,708,152	1,696,995
United States	2,958,154	2,567,630	2,576,845
Percent	67.8%	66.5%	65.9%

5) Enrollment in Key Dioceses

The twenty largest dioceses serve almost 50% of the total enrollment in Catholic elementary and secondary schools. These dioceses are larger than the metropolitan area of the same name. Most of the enrollment in these 20 key dioceses does come from the major city and the immediate suburbs of that area, as illustrated in Exhibit 16.

EXHIBIT 16
Enrollment in Key Dioceses

Diocese	1983-84	1992-93	1993-94
Chicago	178,706	144,543	141,925
Philadelphia	113,027	127,427	124,133
New York	125,831	106,419	106,070
Los Angeles	109,801	101,960	102,141
Brooklyn	107,380	74,711	74,527
Cleveland	78,855	65,670	62,278
Newark	74,065	60,895	59,502
St. Louis	65,784	60,145	59,315
Detroit	79,890	56,925	55,013
Boston	71,496	53,569	53,538
Cincinnati	56,535	54,035	53,392
New Orleans	60,396	53,115	52,229
Milwaukee	50,093	41,195	40,748
Rockville Centre	47,590	38,353	39,005
Pittsburgh	45,448	38,300	37,869
Baltimore	40,583	32,080	32,991
St. Paul-Minneapolis	38,770	32,436	32,758
Miami	36,145	29,571	31,155
Buffalo	37,900	29,933	29,849
Washington, DC	35,605		29,089
Toledo	32,728	29,640	
Largest Dioceses	1,486,628	1,230,922	1,217,527
All Dioceses	2,968,154	2,567,630	2,576,845
Percent	50.1%	47.9%	47.2%

6) Enrollment of Ethnic Minorities

Catholic schools, especially in urban areas, continue to serve increasing numbers of ethnic minority students. Exhibit 17B illustrates that the percentage of ethnic minority students has more than doubled in all Catholic schools, from 10.8% in 1970-71 to 24.0% in 1993-94. Seventy-seven percent of minority enrollment is in Catholic elementary schools, 23% in secondary schools.

EXHIBIT 17A
Catholic School Enrollment by Ethnic Background—1993-94

	Elementary	Secondary	All Schools
Black Americans	169,994	46,733	216,727
Hispanic Americans	211,091	62,958	274,049
Asian Americans	77,652	25,330	102,982
Native Americans	12,926	3,715	16,641
All Others	1,520,520	445,926	1,966,446
Total	1,991,183	584,662	2,576,845

EXHIBIT 17B
Catholic School Enrollment Percentage by Ethnic Background

Elementary	**1983-84**	**1992-93**	**1993-94**
Black Americans	9.2%	8.8%	8.6%
Hispanic Americans	9.4	10.4	10.6
Asian Americans	2.5	3.7	3.9
Native Americans	0.3	0.6	0.6
All Others	78.6	76.5	76.3
Total	100.0	100.0	100.0
Secondary			
Black Americans	7.1%	8.0%	8.0%
Hispanic Americans	7.4	10.5	10.8
Asian Americans	2.0	4.3	4.3
Native Americans	0.3	.04	0.6
All Others	83.2	76.8	76.3
Total	100.0	100.0	100.0
All Schools			
Black Americans	8.6%	8.6%	8.4
Hispanic Americans	8.9	10.5	10.7
Asian Americans	2.4	3.9	4.0
Native Americans	0.3	0.5	0.6
All Others	79.8	76.5	76.3
Total	100.0	100.0	100.0

(7) Enrollment of Non-Catholics

Most Catholic school students are Catholic. However, there has been a significant increase of non-Catholic students — from 10.6% in 1982-83 to 12.8 in 1993-94 — as is shown in Exhibits 18 and 19. Secondary schools continue to have a higher percentage of non-Catholics — 16.8% in 1993-94 — whereas elementary schools have 11.6%. The Southeast and West/Far West regions have the highest percentages at both the secondary and the elementary levels in 1993-94.

EXHIBIT 18
Non-Catholic Enrollment—1993-94

	Elementary	Secondary	All Schools
New England	12,685	5,322	18,007
Mideast	67,249	20,466	87,715
Great Lakes	56,634	27,882	84,519
Plains	10,754	4,079	14,833
Southeast	38,749	13,171	51,920
West & Far West	45,071	27,572	72,643
United States	231,142	98,492	329,634

EXHIBIT 19
Non-Catholic Enrollment by Percentages

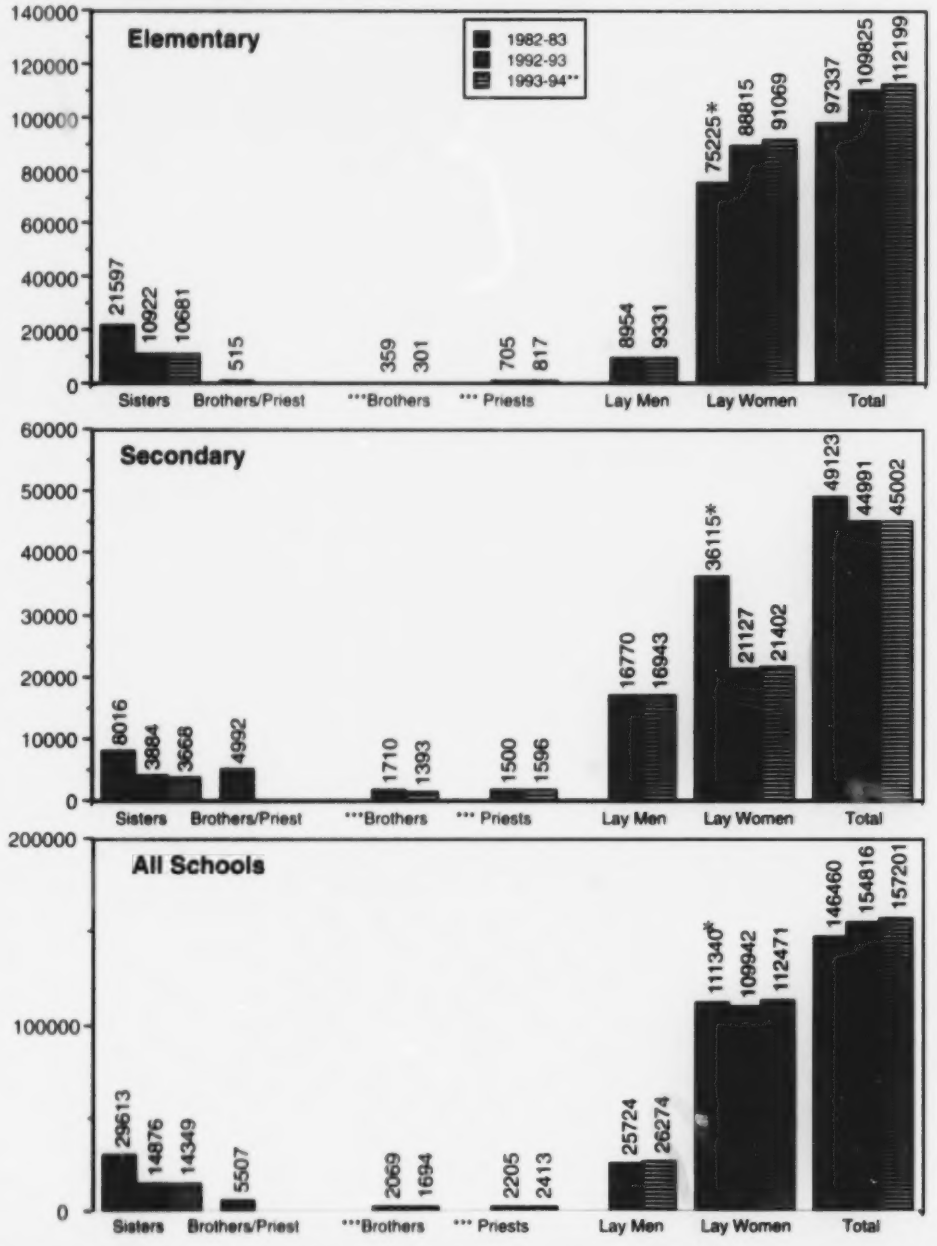
	1982-83	1992-93	1993-94
Elementary			
New England	6.9%	10.3%	10.7%
Mideast	10.0	11.4	11.4
Great Lakes	10.3	10.9	11.3
Plains	5.5	5.3	5.5
Southeast	16.5	15.3	15.4
West/Far West	11.1	13.1	13.4
United States	10.4	11.4	11.6
Secondary			
New England	7.6%	12.9%	13.4%
Mideast	7.8	11.6	11.5
Great Lakes	11.8	15.9	20.8
Plains	5.1	8.3	8.4
Southeast	16.5	17.9	17.9
West/Far West	16.9	23.4	25.0
United States	11.2	15.3	16.8
All Schools			
New England	7.1%	11.0%	11.4
Mideast	9.4	10.7	11.4
Great Lakes	10.7	11.9	13.3
Plains	5.4	5.9	6.1
Southeast	16.5	15.9	15.9
West/Far West	12.6	15.6	16.3
United States	10.6	12.3	12.8

Staffing of Catholic Schools

(1) Number of Teachers

In 1993-94, the total, full-time equivalent (FTE) teaching staff in Catholic elementary and secondary schools was 157,201. 1991 was the first year that both full and part-time teaching staff totals were collected. Consequently, the FTE reflects the number of part-time staff positions and must be kept in mind when comparing to previous year's staffing totals. There were 112,199 elementary school teachers and 45,002 secondary school teachers. Of these, 88.3% are lay teachers. Exhibit 20 shows the number of sisters, brothers, priests and lay teachers; Exhibit 21 shows the percentages.

EXHIBIT 20: Full-Time Equivalent Teaching Staff



* *Data concerning lay men and women is not available for the base year, 1982-83; this number reflects total lay teachers.*
** *Since 1991-92 FTE staffing totals include full and part-time figures.*
*** *Since 1991-92 data collection includes the statistical breakdown of brothers/priests into two distinct categories.*

EXHIBIT 21
Full-Time Equivalent Teaching Staff by Percentages

Elementary	**1983-84**	**1992-93**	**1993-94****
Sisters	20.7%	10.0%	9.5
Brothers/Priests	0.5		
***Brothers		0.3	0.3
***Priests		0.7	0.7
Lay Men			8.3
Lay Women	78.8*	89.0	81.2
Total	100.0	100.0	100.0
Secondary			
Sisters	16.0%	8.6%	8.2%
Brothers/Priests	9.7		
***Brothers		3.8	3.1
***Priests		3.3	3.5
Lay Men			37.6
Lay Women	74.3*	84.3	47.6
Total	100.0	100.0	100.0
All Others			
Sisters	19.2%	9.6%	9.1%
Brothers/Priests	3.5		
***Brothers		1.4	1.1
***Priests		1.4	1.6
Lay Men			16.7
Lay Women	77.3*	87.6	71.5
Total	100.0	100.0	100.0

* *This figure represents the percentage of total lay teachers.*

** *Since 1991-92 FTE staffing totals include full and part-time figures.*

*** *Since 1991-92 data collection includes the statistical breakdown of brothers/priests into two distinct categories.*

Selected Programs in Catholic Education

Extended Care Programs

The 1993-94 data collection of Catholic elementary schools revealed that of 7,114 elementary schools, 3,566 had extended care programs. Exhibit 22 illustrates the breakdown by regions. See Appendix C for a summary report by region and state.

EXHIBIT 22
Schools with Extended Care Programs

Region	Schools with Extended Care
New England	220
Mideast	905
Great Lakes	742
Plains	285
Southeast	561
West/Far West	853
Total	3,566

Chapter 1 Services

The 1993-94 collection of data from Catholic schools revealed that of 5,646 eligible elementary and secondary schools, 4,734 were receiving Chapter 1 services. Exhibit 23 shows the number of schools receiving Chapter 1 services by region. For a complete summary of schools by region and state refer to Appendix C.

EXHIBIT 23
Schools Receiving Chapter 1 Services

Region	Elementary & Secondary Schools	
	(Eligible)	(Receiving)
New England	438	338
Mideast	1,528	1,345
Great Lakes	1,539	1,228
Plains	743	671
Southeast	560	458
West/Far West	838	694
Total	5,646	4,734

School Boards of Education

The 1993-94 collection of data from Catholic elementary and secondary schools revealed that of 8,345 schools, 6,441 reported having an existing school board, commission or council of education. Exhibit 23 illustrates the breakdown by regions. See Appendix C for a summary report by region and state.

EXHIBIT 24

Region	Schools with Boards of Education
New England	448
Mideast	1,158
Great Lakes	1,912
Plains	904
Southeast	832
West/Far West	1,196
Total	6,441

Coed/Single Sex Schools

The 1993-94 collection of data from Catholic elementary and secondary schools revealed that of 8,345 schools, 8,186 schools responded to the question on the gender compostion of the school. 7,701 schools are coeducational, 205 schools are all-male, and 280 schools are all-female. Exhibit 24 illustrates the breakdown by regions. See Appendix C for a summary report by region and state.

EXHIBIT 25

Region	Elementary & Secondary Gender Composition		
	Coed	Male	Female
New England	515	17	24
Mideast	2,073	73	103
Great Lakes	2,004	35	49
Plains	930	13	13
Southeast	886	27	32
West/Far West	1,293	40	59
Total	7,701	205	280

DATA BANK CHART - APPENDIX
ACADEMIC YEAR: 93 - 94

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Equivalent Teachers
Sorted by Region, State, and Diocese

STATE / ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME EQUIVALENT TEACHING STAFF: ELEMENTARY					FULL-TIME EQUIVALENT TEACHING STAFF: SECONDARY					TOTAL STAFF
	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
CONNECTICUT	130	24	154	32,309	10,076	42,385	222	2	8	1,586	1,818	77	32	39	777	925	2,743
BRIDGEPORT	35	8	43	9,169	3,384	12,553	60	0	4	508	572	15	8	19	235	277	849
HARTFORD	75	11	86	19,126	4,770	23,896	122	2	1	845	970	43	12	13	385	453	1,423
NORWICH	20	5	25	4,014	1,922	5,936	40	0	3	233	276	19	12	7	157	195	471
MAINE	20	3	23	4,158	676	4,834	33	0	2	245	280	8	1	5	51	65	345
PORTLAND	20	3	23	4,158	676	4,834	33	0	2	245	280	8	1	5	51	65	345
MASSACHUSETTS	208	52	260	59,862	22,520	82,382	549	12	38	2,964	3,563	184	41	33	1,433	1,691	5,254
BOSTON	130	37	167	38,764	14,774	53,538	394	12	30	1,947	2,383	117	28	19	919	1,083	3,466
FALL RIVER	24	4	28	5,878	2,292	8,170	32	0	5	279	316	21	1	7	168	197	513
SPRINGFIELD	32	4	36	9,216	2,332	11,548	68	0	0	442	510	31	0	3	145	179	689
WORCESTER	22	7	29	6,004	3,122	9,126	55	0	3	296	354	15	12	4	201	232	586
NEW HAMPSHIRE	36	4	40	6,616	1,899	8,515	61	0	2	382	445	8	11	2	115	136	581
MANCHESTER	36	4	40	6,616	1,899	8,515	61	0	2	382	445	8	11	2	115	136	581
RHODE ISLAND	53	10	63	12,700	3,915	16,615	111	1	9	649	770	32	44	10	333	419	1,189
PROVIDENCE	53	10	63	12,700	3,915	16,615	111	1	9	649	770	32	44	10	333	419	1,189
VERMONT	11	2	13	2,329	575	2,904	26	1	0	143	170	6	1	1	46	54	224
BURLINGTON	11	2	13	2,329	575	2,904	26	1	0	143	170	6	1	1	46	54	224
NEW ENGLAND	458	95	553	117,974	39,661	157,635	1,002	16	59	5,969	7,046	315	130	90	2,755	3,290	10,336
DELAWARE	29	7	36	10,798	4,383	15,181	68	6	14	594	682	25	2	21	340	388	1,070
WILMINGTON	29	7	36	10,798	4,383	15,181	68	6	14	594	682	25	2	21	340	388	1,070
DISTRICT OF COLUMBIA	83	17	100	22,147	7,702	29,849	106	4	14	1,295	1,419	31	32	39	611	713	2,132
WASHINGTON	83	17	100	22,147	7,702	29,849	106	4	14	1,295	1,419	31	32	39	611	713	2,132
MARYLAND	79	23	102	24,119	8,872	32,991	143	6	7	1,329	1,485	69	24	23	690	806	2,291
BALTIMORE	79	23	102	24,119	8,872	32,991	143	6	7	1,329	1,485	69	24	23	690	806	2,291
NEW JERSEY	379	78	457	111,452	35,795	147,247	921	30	53	6,003	7,007	360	110	83	2,495	3,048	10,055
CAMDEN	63	11	74	16,414	5,931	22,345	156	0	2	789	947	25	3	18	295	341	1,288
METUCHEN	42	7	49	12,964	3,507	16,471	99	3	0	613	715	40	0	0	244	284	999
NEWARK	153	39	192	44,206	15,296	59,502	417	25	51	2,360	2,853	199	63	60	1,058	1,380	4,233
PATERSON	61	10	71	16,461	3,379	19,840	104	2	0	916	1,022	45	19	0	244	308	1,330
TRENTON	60	11	71	21,407	7,682	29,089	145	0	0	1,325	1,470	51	25	5	654	735	2,205
NEW YORK	737	129	866	227,073	72,124	299,197	1,485	46	52	11,042	12,625	748	315	181	4,237	5,481	18,106

APPENDIX A

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	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
ALBANY	40	7	47	9,994	2,356	12,350	60	1	0	506	567	14	9	1	184	208	775
BROOKLYN	161	22	183	55,295	19,232	74,527	355	10	0	2,386	2,751	210	109	0	951	1,270	4,021
BUFFALO	95	17	112	24,889	5,606	30,495	162	0	1	1,575	1,738	60	12	36	449	557	2,295
NEW YORK	239	55	294	78,052	28,018	106,070	495	31	10	3,527	4,063	281	102	113	1,669	2,165	6,228
OGDENSBURG	24	2	26	4,695	609	5,304	40	2	0	279	321	9	3	3	41	56	377
ROCHESTER	58	7	65	14,906	3,085	17,991	83	1	6	786	876	29	11	13	197	250	1,126
ROCKVILLE CENTRE	65	13	78	27,995	11,010	39,005	168	1	0	1,307	1,476	125	64	9	570	768	2,244
SYRACUSE	55	6	61	11,247	2,208	13,455	122	0	35	676	833	20	5	6	176	207	1,040
PENNSYLVANIA	648	89	737	194,070	49,625	243,695	1,339	3	17	8,640	9,999	507	78	213	2,597	3,395	13,394
ALLENTOWN	61	9	70	15,783	3,994	19,777	108	0	0	640	748	44	0	28	204	276	1,024
ALTOONA/JOHNSTOWN	34	3	37	5,998	1,175	7,173	28	0	2	339	369	5	1	3	82	91	460
ERIE	45	8	53	12,208	2,950	15,158	53	0	0	677	730	11	0	19	222	252	982
GREENSBURG	38	2	40	7,160	943	8,103	75	0	1	438	514	4	0	2	58	64	578
HARRISBURG	44	8	52	11,255	3,211	14,466	90	0	0	599	689	49	0	5	243	297	986
PHILADELPHIA	254	38	292	94,414	29,719	124,133	695	3	8	3,787	4,493	317	56	135	1,307	1,815	6,308
PITTSBURGH	118	11	129	33,170	4,699	37,869	159	0	0	1,569	1,728	30	21	3	272	326	2,054
SCRANTON	54	10	64	14,082	2,934	17,016	131	0	6	591	728	47	0	18	209	274	1,002
MID EAST	1,955	343	2,298	589,659	178,501	768,160	4,062	95	157	28,903	33,217	1,740	561	560	10,970	13,831	47,048
ILLINOIS	557	83	640	169,105	50,348	219,453	647	4	22	7,881	8,554	197	116	125	2,793	3,231	11,785
BELLEVILLE	41	3	44	7,749	1,429	9,178	26	0	0	425	451	8	0	5	90	103	554
CHICAGO	309	50	359	107,167	34,758	141,925	446	3	0	4,736	5,185	130	100	60	1,866	2,156	7,341
JOLIET	62	8	70	18,045	5,436	23,481	37	0	2	867	906	13	13	16	257	299	1,205
PEORIA	49	7	56	12,510	2,479	14,989	72	1	6	658	737	12	0	21	177	210	947
ROCKFORD	42	8	50	11,467	3,674	15,141	29	0	8	566	603	16	2	19	238	275	878
SPRINGFIELD	54	7	61	12,167	2,572	14,739	37	0	6	629	672	18	1	4	165	188	860
INDIANA	183	22	205	45,321	10,966	56,287	141	5	16	2,494	2,656	57	12	18	838	925	3,581
EVANSVILLE	25	5	30	5,398	1,627	7,025	21	0	0	314	335	20	4	2	119	145	480
FORT WAYNE/SOUTH BEND	42	4	46	11,172	2,598	13,770	30	0	2	582	614	8	1	4	178	191	805
GARY	32	3	35	8,288	2,016	10,304	27	0	12	399	438	8	4	9	138	159	597
INDIANAPOLIS	64	9	73	16,850	4,514	21,364	42	5	0	962	1,009	21	3	2	374	400	1,409
LAFAYETTE	20	1	21	3,613	211	3,824	21	0	2	237	260	0	0	1	29	30	290
MICHIGAN	306	54	360	76,513	19,679	96,192	302	26	6	3,464	3,798	111	61	8	1,202	1,382	5,180
DETROIT	143	35	178	41,691	13,322	55,013	219	25	0	2,104	2,348	98	56	0	871	1,025	3,373
GAYLORD	18	4	22	3,353	407	3,760	12	0	0	179	191	2	0	0	36	38	229
GRAND RAPIDS	42	4	46	8,932	1,775	10,707	0	0	0	0	0	0	0	0	0	0	0
KALAMAZOO	21	3	24	4,490	855	5,345	10	0	0	223	233	2	0	0	57	59	292
LANSING	40	5	45	10,121	2,375	12,496	27	1	3	542	573	4	5	7	164	180	753

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							ELEMENTARY					SECONDARY					
	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
MARQUETTE	10	0	10	1,913	0	1,913	10	0	0	107	117	0	0	0	0	0	117
SAGINAW	32	3	35	6,013	945	6,958	24	0	3	309	336	5	0	1	74	80	416
OHIO	453	77	530	138,779	40,975	179,754	669	15	55	7,004	7,743	207	56	96	2,733	3,092	10,835
CINCINNATI	113	20	133	39,419	13,973	53,392	146	5	2	2,030	2,183	45	27	28	869	969	3,152
CLEVELAND	148	24	172	48,893	13,385	62,278	289	5	26	2,365	2,685	101	28	31	889	1,049	3,734
COLUMBUS	45	11	56	13,042	4,514	17,556	29	0	2	650	681	10	0	6	345	361	1,042
STEUBENVILLE	16	3	19	2,984	609	3,593	23	0	2	165	190	1	0	1	49	51	241
TOLEDO	81	14	95	21,936	5,796	27,732	131	4	21	1,112	1,268	39	1	24	422	486	1,754
YOUNGSTOWN	50	5	55	12,505	2,698	15,203	51	1	2	682	736	11	0	6	159	176	912
WISCONSIN	370	27	397	71,132	11,806	82,938	301	10	49	4,262	4,622	40	24	59	718	841	5,463
GREEN BAY	81	6	87	15,299	2,240	17,539	72	0	0	951	1,023	8	3	4	158	173	1,196
LA CROSSE	77	7	84	11,260	1,699	12,959	41	1	3	705	750	3	3	5	135	146	896
MADISON	46	2	48	7,789	724	8,513	13	0	0	469	482	1	0	1	65	67	549
MILWAUKEE	148	12	160	33,605	7,143	40,748	158	9	44	1,942	2,153	28	18	49	360	455	2,608
SUPERIOR	18	0	18	3,179	0	3,179	17	0	2	195	214	0	0	0	0	0	214
GREAT LAKES	1,869	263	2,132	500,850	133,774	634,624	2,060	60	148	25,105	27,373	612	269	306	8,284	9,471	36,844
IOWA	122	25	147	31,138	7,985	39,123	140	2	41	1,725	1,908	42	2	40	630	714	2,622
DAVENPORT	18	7	25	5,438	1,201	6,639	29	0	11	297	337	9	0	12	143	164	501
DES MOINES	20	2	22	4,332	1,254	5,586	14	1	9	267	291	2	0	2	91	95	386
DUBUQUE	55	8	63	14,367	3,107	17,474	64	1	4	731	800	14	2	8	218	242	1,042
SIOUX CITY	29	8	37	7,001	2,423	9,424	33	0	17	430	480	17	0	18	178	213	693
KANSAS	96	16	112	22,242	5,319	27,561	85	1	14	1,094	1,194	28	6	13	403	450	1,644
DODGE CITY	10	0	10	1,359	0	1,359	5	1	0	70	76	0	0	0	0	0	76
KANSAS CITY	41	7	48	11,169	2,973	14,142	27	0	0	517	544	15	4	0	200	219	763
SALINA	12	5	17	2,273	632	2,905	8	0	6	122	136	1	2	9	75	87	223
WICHITA	33	4	37	7,441	1,714	9,155	45	0	8	385	438	12	0	4	128	144	582
MINNESOTA	195	21	216	45,767	7,889	53,656	223	2	185	2,687	3,097	28	16	19	673	736	3,833
CROOKSTON	9	1	10	1,339	80	1,419	8	0	4	87	99	1	0	0	13	14	113
DULUTH	13	0	13	2,072	0	2,072	7	0	2	132	141	0	0	0	0	0	141
NEW ULM	21	3	24	3,549	460	4,009	19	0	2	206	227	1	0	1	49	51	278
ST. CLOUD	33	2	35	6,275	616	6,891	21	0	17	354	392	3	4	7	65	79	471
ST. PAUL/MINNEAPOLIS	94	11	105	27,145	5,613	32,758	142	2	157	1,604	1,905	23	12	8	452	495	2,400
WINONA	25	4	29	5,387	1,120	6,507	26	0	3	304	333	0	0	3	94	97	430
MISSOURI	258	44	302	64,063	18,770	82,833	328	6	52	4,000	4,386	121	35	69	1,397	1,622	6,008
JEFFERSON CITY	37	3	40	5,926	842	6,768	24	0	9	382	415	3	3	10	53	69	484

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	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
KANSAS CITY/ST. JOSEPH	35	8	43	9,714	2,805	12,519	27	0	1	633	661	10	3	5	228	246	907
SPRINGFIELD/CAPE GIRARDEAU	23	3	26	3,568	663	4,231	19	1	3	191	214	2	0	1	59	62	276
ST. LOUIS	163	30	193	44,855	14,460	59,315	258	5	39	2,794	3,096	106	29	53	1,057	1,245	4,341
NEBRASKA	94	28	122	22,626	6,445	29,071	121	0	27	1,185	1,333	33	17	57	577	684	2,017
GRAND ISLAND	7	4	11	1,151	561	1,712	14	0	1	67	82	5	0	1	61	67	149
LINCOLN	24	6	30	5,611	1,439	7,050	53	0	25	285	363	10	0	32	113	155	518
OMAHA	63	18	81	15,864	4,445	20,309	54	0	1	833	888	18	17	24	403	462	1,350
NORTH DAKOTA	28	4	32	4,893	1,258	6,151	22	0	7	262	291	3	0	1	98	102	393
BISMARCK	16	3	19	2,670	966	3,636	10	0	0	126	136	3	0	0	75	78	214
FARGO	12	1	13	2,223	292	2,515	12	0	7	136	155	0	0	1	23	24	179
SOUTH DAKOTA	24	4	28	4,389	1,151	5,540	12	1	5	270	288	4	1	3	87	95	383
RAPID CITY	1	1	2	448	193	641	1	0	0	26	27	0	1	1	17	19	46
SIOUX FALLS	23	3	26	3,941	958	4,899	11	1	5	244	261	4	0	2	70	76	337
PLAINS	817	142	959	195,118	48,817	243,935	931	12	331	11,223	12,497	259	77	202	3,865	4,403	16,900
ALABAMA	43	5	48	10,849	2,601	13,450	35	6	6	528	575	3	3	5	176	187	762
BIRMINGHAM	22	2	24	4,761	1,017	5,778	22	2	6	206	236	1	1	2	67	71	307
MOBILE	21	3	24	6,088	1,584	7,672	13	4	0	322	339	2	2	3	109	116	455
ARKANSAS	32	5	37	6,588	1,696	8,284	33	2	7	375	417	5	9	11	108	133	550
LITTLE ROCK	32	5	37	6,588	1,696	8,284	33	2	7	375	417	5	9	11	108	133	550
FLORIDA	183	30	213	60,271	18,211	78,482	216	3	19	3,241	3,479	47	44	53	1,080	1,224	4,703
MIAMI	53	12	65	22,074	9,081	31,155	64	1	2	1,122	1,189	23	26	27	489	565	1,754
ORLANDO	28	4	32	10,034	1,965	11,999	39	0	0	492	531	2	0	6	133	141	672
PALM BEACH	16	3	19	5,256	1,595	6,851	30	0	2	303	335	5	9	2	95	111	446
PENSACOLA/TALLAHASEE	11	1	12	2,566	419	2,985	11	0	6	146	163	2	1	1	30	34	197
ST. AUGUSTINE	21	2	23	5,953	1,328	7,281	17	0	1	320	338	3	0	3	74	80	418
ST. PETERSBURG	45	5	50	11,174	2,526	13,700	38	2	8	691	739	10	4	9	181	204	943
VENICE	9	3	12	3,214	1,297	4,511	17	0	0	167	184	2	4	5	78	89	273
GEORGIA	28	7	35	9,906	3,563	13,469	46	2	1	553	602	12	3	14	286	315	917
ATLANTA	13	2	15	5,192	1,781	6,973	13	0	1	293	307	1	0	6	164	171	478
SAVANNAH	15	5	20	4,714	1,782	6,496	33	2	0	260	295	11	3	8	122	144	439
KENTUCKY	129	26	155	33,287	10,026	43,313	102	3	6	1,672	1,783	40	9	20	646	715	2,498
COVINGTON	32	9	41	8,207	2,805	11,012	40	1	1	382	424	26	0	3	181	210	634
LEXINGTON	15	3	18	2,956	619	3,575	16	0	1	235	252	3	0	7	51	61	313

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	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
LOUISVILLE	63	11	74	17,719	5,676	23,395	30	2	4	821	857	10	9	7	344	370	1,227
OWENSBORO	19	3	22	4,405	926	5,331	16	0	0	234	250	1	0	3	70	74	324
LOUISIANA	179	52	231	72,451	23,380	95,831	254	26	4	3,401	3,685	94	54	38	1,855	2,041	5,726
ALEXANDRIA	10	3	13	2,557	469	3,026	16	3	0	129	148	4	1	0	54	59	207
BATON ROUGE	26	8	34	12,830	3,146	15,976	24	0	0	642	666	11	5	3	261	280	946
HOUMA/THIBODAUX	10	3	13	4,529	1,298	5,827	1	2	0	56	59	2	7	0	76	85	144
LAFAYETTE	30	10	40	10,037	2,988	13,025	38	5	2	542	587	9	3	5	247	264	851
LAKE CHARLES	8	2	10	2,140	395	2,535	1	0	0	150	151	1	0	1	35	37	188
NEW ORLEANS	84	24	108	37,873	14,356	52,229	160	15	0	1,723	1,898	65	38	28	1,129	1,260	3,158
SHREVEPORT	11	2	13	2,485	728	3,213	14	1	2	159	176	2	0	1	53	56	232
MISSISSIPPI	34	9	43	7,929	1,975	9,904	41	9	0	476	526	8	3	0	169	180	706
BILOXI	14	5	19	3,617	1,130	4,747	13	7	0	196	216	5	2	0	74	81	297
JACKSON	20	4	24	4,312	845	5,157	28	2	0	280	310	3	1	0	95	99	409
NORTH CAROLINA	37	3	40	9,366	1,210	10,576	34	5	4	600	643	5	0	3	93	101	744
CHARLOTTE	14	2	16	4,739	875	5,614	14	2	0	298	314	3	0	2	68	73	387
RALEIGH	23	1	24	4,627	335	4,962	20	3	4	302	329	2	0	1	25	28	357
SOUTH CAROLINA	25	3	28	6,119	1,154	7,273	19	2	3	410	434	3	0	4	76	83	517
CHARLESTON	25	3	28	6,119	1,154	7,273	19	2	3	410	434	3	0	4	76	83	517
TENNESSEE	37	11	48	10,973	3,835	14,808	56	6	6	714	782	14	0	10	298	322	1,104
KNOXVILLE	7	2	9	2,247	716	2,963	7	1	1	160	169	0	0	3	58	61	230
MEMPHIS	14	7	21	4,547	1,978	6,525	20	4	2	289	315	6	0	3	144	153	468
NASHVILLE	16	2	18	4,179	1,141	5,320	29	1	3	265	298	8	0	4	96	108	406
VIRGINIA	53	13	66	18,232	4,632	22,864	72	0	5	1,011	1,088	28	7	12	376	423	1,511
ARLINGTON	30	4	34	10,811	3,163	13,974	40	0	5	584	629	18	3	10	214	245	874
RICHMOND	23	9	32	7,421	1,469	8,890	32	0	0	427	459	10	4	2	162	178	637
WEST VIRGINIA	28	8	36	6,049	1,302	7,351	27	1	2	335	365	7	0	0	172	179	544
WHEELING/CHARLESTON	28	8	36	6,049	1,302	7,351	27	1	2	335	365	7	0	0	172	179	544
SOUTH EAST	808	172	980	252,020	73,585	325,605	935	65	63	13,316	14,379	266	132	170	5,335	5,903	20,282
ALASKA	5	1	6	848	148	996	4	0	1	50	55	0	0	1	15	16	71
ANCHORAGE	2	0	2	340	0	340	2	0	0	21	23	0	0	0	0	0	23
FAIRBANKS	2	1	3	408	148	556	2	0	1	21	24	0	0	1	15	16	40
JUNEAU	1	0	1	100	0	100	0	0	0	8	8	0	0	0	0	0	8

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							ELEMENTARY					SECONDARY					
	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
ARIZONA	43	8	51	11,840	4,958	16,798	81	1	6	516	604	25	7	19	272	323	927
PHOENIX	25	5	30	7,289	3,351	10,640	35	1	0	312	348	13	5	13	178	209	557
TUCSON	18	3	21	4,551	1,607	6,158	46	0	6	204	256	12	2	6	94	114	370
CALIFORNIA	599	113	712	181,550	68,305	249,855	833	19	10	7,270	8,132	275	124	159	4,119	4,677	12,809
FRESNO	23	2	25	6,191	1,280	7,471	40	0	1	267	308	4	2	0	76	82	390
LOS ANGELES	228	54	282	70,845	31,296	102,141	343	2	0	2,562	2,907	165	49	71	1,743	2,028	4,935
MONTEREY	15	4	19	3,980	1,295	5,275	19	0	0	153	172	6	6	0	116	128	300
OAKLAND	55	9	64	15,191	5,971	21,162	22	0	0	616	638	10	19	6	356	391	1,029
ORANGE	36	6	42	13,095	5,410	18,505	62	0	1	548	611	11	4	15	338	368	979
SACRAMENTO	46	6	52	13,402	3,858	17,260	35	8	0	544	587	17	9	14	240	280	867
SAN BERNARDINO	31	2	33	8,222	929	9,151	48	0	0	340	388	2	0	2	57	61	449
SAN DIEGO	45	5	50	13,042	3,145	16,187	63	0	0	632	695	10	0	9	185	204	899
SAN FRANCISCO	66	12	78	21,080	6,858	27,938	138	7	8	925	1,078	32	24	20	522	598	1,676
SAN JOSE	29	6	35	9,865	5,089	14,954	40	0	0	401	441	8	7	19	301	335	776
SANTA ROSA	13	5	18	3,078	1,941	5,019	11	2	0	145	158	9	3	1	115	128	286
STOCKTON	12	2	14	3,559	1,233	4,792	12	0	0	137	149	1	1	2	70	74	223
COLORADO	46	7	53	13,360	2,285	15,645	39	4	3	745	791	9	5	0	175	189	980
COLORADO SPRINGS	4	0	4	1,164	0	1,164	4	0	0	73	77	0	0	0	0	0	77
DENVER	36	5	41	10,772	2,168	12,940	26	4	1	587	618	7	5	0	157	169	787
PUEBLO	6	2	8	1,424	117	1,541	9	0	2	85	96	2	0	0	18	20	116
HAWAII	35	7	42	9,276	2,941	12,217	84	0	0	397	481	10	10	0	213	233	714
HONOLULU	35	7	42	9,276	2,941	12,217	84	0	0	397	481	10	10	0	213	233	714
IDAHO	12	1	13	2,118	561	2,679	6	0	0	116	122	1	0	0	36	37	159
BOISE	12	1	13	2,118	561	2,679	6	0	0	116	122	1	0	0	36	37	159
MONTANA	15	4	19	3,117	925	4,042	19	1	4	195	219	6	1	2	74	83	302
GREAT FALLS/BILLINGS	11	2	13	2,324	512	2,836	13	1	4	151	169	4	0	1	41	46	215
HELENA	4	2	6	793	413	1,206	6	0	0	44	50	2	1	1	33	37	87
NEVADA	13	2	15	3,373	1,182	4,555	16	1	0	121	138	5	2	2	71	80	218
RENO/LAS VEGAS	13	2	15	3,373	1,182	4,555	16	1	0	121	138	5	2	2	71	80	218
NEW MEXICO	33	6	39	6,944	1,677	8,621	56	5	8	384	453	17	6	4	117	144	597
GALLUP	10	3	13	1,541	263	1,804	24	0	3	77	104	10	0	0	23	33	137
LAS CRUCES	5	0	5	654	0	654	3	0	1	53	57	0	0	0	0	0	57
SANTA FE	18	3	21	4,749	1,414	6,163	29	5	4	254	292	7	6	4	94	111	403
OKLAHOMA	34	4	38	7,280	2,130	9,410	33	1	10	459	503	8	6	8	165	187	690
OKLAHOMA CITY	17	2	19	3,588	977	4,565	20	0	2	215	237	6	0	2	80	88	325
TULSA	17	2	19	3,692	1,153	4,845	13	1	8	244	266	2	6	6	85	99	365
OREGON	45	8	53	9,286	3,552	12,838	70	0	0	536	606	15	2	11	244	272	878

DATA BANK CHART - APPENDIX
ACADEMIC YEAR: 93 - 94

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Equivalent Teachers
Sorted by Region, State, and Diocese

STATE / ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME EQUIVALENT TEACHING STAFF: ELEMENTARY					FULL-TIME EQUIVALENT TEACHING STAFF: SECONDARY					TOTAL STAFF
	ELEM	SEC	TOTAL	ELEM	SEC	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	SIS	MALE	PRIESTS	LAY	TOTAL	
BAKER	3	0	3	465	0	465	0	0	0	24	24	0	0	0	0	0	24
PORTLAND	42	8	50	8,821	3,552	12,373	70	0	0	512	582	15	2	11	244	272	854
TEXAS	232	40	272	62,657	14,714	77,371	371	18	9	3,710	4,108	86	42	47	1,173	1,348	5,456
AMARILLO	12	1	13	1,338	53	1,391	18	0	1	112	131	4	0	0	9	13	144
AUSTIN	17	2	19	3,624	476	4,100	11	1	0	270	282	4	0	3	43	50	332
BEAUMONT	7	1	8	2,100	626	2,726	11	2	0	130	143	2	0	1	38	41	184
BROWNSVILLE	7	1	8	2,771	469	3,240	18	0	0	125	143	2	4	0	41	47	190
CORPUS CHRISTI	25	3	28	5,289	852	6,141	58	0	1	269	328	7	3	3	76	89	417
DALLAS	31	8	39	9,815	2,721	12,536	28	5	0	577	610	3	18	6	234	261	871
EL PASO	12	3	15	3,652	1,291	4,943	18	4	0	190	212	10	0	1	83	94	306
FORT WORTH	13	4	17	3,798	1,302	5,100	13	2	3	211	229	3	3	4	89	99	328
GALVESTON/HOUSTON	47	8	55	12,606	3,324	15,930	63	1	1	919	984	22	2	18	284	326	1,310
LUBBOCK	2	0	2	375	22	397	0	0	0	22	22	0	0	0	11	11	33
SAN ANGELO	3	0	3	795	0	795	3	0	1	47	51	0	0	0	0	0	51
SAN ANTONIO	41	7	48	12,715	2,867	15,582	106	1	2	607	716	25	12	11	194	242	958
TYLER	5	1	6	812	126	938	5	1	0	64	70	0	0	0	14	14	84
VICTORIA	10	1	11	2,967	585	3,552	19	1	0	167	187	4	0	0	57	61	248
UTAH	11	2	13	2,836	1,149	3,985	11	2	2	116	131	1	2	5	71	79	210
SALT LAKE CITY	11	2	13	2,836	1,149	3,985	11	2	2	116	131	1	2	5	71	79	210
WASHINGTON	78	11	89	20,936	5,778	26,714	65	1	3	1,197	1,266	18	17	9	388	432	1,698
SEATTLE	55	9	64	15,401	4,739	20,140	49	0	0	875	924	18	17	9	309	353	1,277
SPOKANE	16	2	18	3,766	1,039	4,805	6	1	3	223	233	0	0	0	79	79	312
YAKIMA	7	0	7	1,769	0	1,769	10	0	0	99	109	0	0	0	0	0	109
WYOMING	6	2	8	1,141	19	1,160	3	0	3	72	78	0	0	1	3	4	82
CHEYENNE	6	2	8	1,141	19	1,160	3	0	3	72	78	0	0	1	3	4	82
WEST & FAR WEST	1,207	216	1,423	336,562	110,324	446,886	1,691	53	59	15,884	17,687	476	224	268	7,136	8,104	25,791

NUMBER SCHOOLS		NUMBER STUDENTS		FULL-TIME EQUIVALENT TEACHING STAFF: ELEMENTARY		FULL-TIME EQUIVALENT TEACHING STAFF: SECONDARY		TOTAL STAFF ELEM & SEC
ELEM	7,114	ELEM	1,992,183	SIS	10,681	SIS	3,668	157,201
SEC	1,231	SEC	584,662	MALE	301	MALE	1,393	
TOTAL	8,345	TOTAL	2,576,845	LAY	100,400	LAY	38,345	
				TOTAL	112,199	TOTAL	45,002	

Appendix B
States with Enrollment Increases in Elementary (E) and/or Secondary (S) Schools 1993-94

New England *6*
- Connecticut (E)
- Maine (E)
- Massachusetts (E)
- New Hampshire (E & S)
- Rhode Island (E & S)
- Vermont (E)

Mideast *5*
- Delaware (E & S)
- District of Columbia (E & S)
- Maryland (E & S)
- New Jersey (E)
- New York (E)

Great Lakes *2*
- Indiana (E & S)
- Wisconsin (S)

Plains *6*
- Iowa (E & S)
- Kansas (E & S)
- Minnesota (E & S)
- Missouri (S)
- Nebraska (E & S)
- North Dakota (E & S)

Southeast *12*
- Alabama (E & S)
- Arkansas (E & S)
- Florida (E & S)
- Georgia (E & S)
- Kentucky (E & S)
- Louisiana (E & S)
- Mississippi (E & S)
- North Carolina (E & S)
- South Carolina (E & S)
- Tennessee (E & S)
- Virginia (E & S)
- West Virginia (E)

West & Far West *15*
- Alaska (E)
- Arizona (E & S)
- California (E & S)
- Colorado (E & S)
- Hawaii (E & S)
- Idaho (E & S)
- Montana (E & S)
- New Mexico (S)
- Nevada (S)
- Oklahoma (E & S)
- Oregon (E & S)
- Texas (E & S)
- Utah (E & S)
- Washington (S)
- Wyoming (E)

Total *46*

Appendix C
NCEA 1993-94
Summary report of Supplemental Data
Elementary and Secondary Schools by Region
Number of Schools by State

	Extended Care	Chapter 1 Eligible	Chapter 1 Received	School Board	Student (Coed)	Student (Male)	Student (Female)
NEW ENGLAND							
CT	85	116	101	143	144	4	6
ME	11	16	11	23	21	1	1
MA	80	218	156	193	239	11	14
NH	18	23	15	28	38	0	0
RI	20	52	44	47	59	1	3
VT	6	13	11	14	14	0	0
Subtotal:	**220**	**438**	**338**	**448**	**515**	**17**	**24**
MIDEAST							
DE	15	21	21	23	26	2	1
DC	23	17	15	22	27	2	2
MD	112	75	71	155	143	10	12
NJ	241	327	283	219	415	14	21
NY	327	603	533	386	762	33	49
PA	187	485	422	353	700	12	18
Subtotal:	**905**	**1528**	**1345**	**1158**	**2073**	**73**	**103**
GREAT LAKES							
IL	324	380	299	621	591	16	24
IN	105	161	120	183	202	0	2
MI	73	261	184	319	338	7	6
OH	196	434	368	462	510	10	15
WI	44	303	257	327	363	2	2
Subtotal:	**742**	**1539**	**1228**	**1912**	**2004**	**35**	**49**
PLAINS							
IA	20	115	110	155	155	0	0
KS	35	90	85	107	109	1	1
MN	44	192	172	214	219	2	0
MO	144	204	170	271	279	8	9
ND	13	31	31	32	32	0	0
NE	26	82	75	96	109	2	3
SD	3	29	28	29	27	0	0
Subtotal:	**285**	**743**	**671**	**904**	**930**	**13**	**13**

Appendix C
NCEA 1993-94
Summary report of Supplemental Data
Elementary and Secondary Schools by Region
Number of Schools by State

	Extended Care	Chapter 1 Eligible	Chapter 1 Received	School Board	Student (Coed)	Student (Male)	Student (Female)
SOUTHEAST							
AL	34	31	20	42	46	0	0
AR	23	33	30	34	33	2	1
FL	140	127	102	181	202	4	3
GA	20	15	9	33	33	1	1
KY	45	90	70	121	140	4	7
LA	138	121	111	201	192	11	14
MS	23	33	32	38	36	1	1
NC	26	28	22	36	39	0	0
SC	25	12	12	28	27	0	0
TN	28	30	21	37	40	3	4
VA	42	10	8	41	63	1	1
WV	17	30	21	31	35	0	0
Subtotal:	**561**	**560**	**458**	**823**	**886**	**27**	**32**
WEST/FAR WEST							
AK	0	3	3	5	5	0	0
AZ	7	39	34	49	50	1	1
CA	480	392	330	561	637	25	40
CO	37	24	17	41	49	1	2
HI	26	23	16	25	34	2	3
ID	5	11	11	13	13	0	0
MT	9	18	15	20	19	0	0
NM	17	33	28	33	36	0	0
NV	7	11	8	10	15	0	0
OK	23	15	14	31	33	0	0
OR	25	39	35	51	52	1	1
TX	154	164	135	260	248	9	10
UT	7	9	5	7	11	0	0
WA	52	51	40	85	85	1	2
WY	4	6	3	5	6	0	0
Subtotal:	**853**	**838**	**694**	**1196**	**1293**	**40**	**59**
TOTAL:	**3566**	**5646**	**4734**	**6441**	**7701**	**205**	**280**

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